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Are High Schools Sufficiently Democratic?

Answered by JAMES F. HOSIC; JOHN J. TIGERT; A. G. YAWBERG; AGNES SAMUELSON

Journal of EDUCATION

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JOURNAL of EDUCATION

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EDITORIALS

Married Women Teachers

THE problem of employing married women as public school teachers is once more aggressively agitated. It appeared to have been in a fair way to be solved before our entrance into the World War, but the other varied, attractive, professional and commercial opportunities for young women opened the way for married women to enter the profession.

The overproduction of professionally trained teachers is reopening the question again. The champions of married women in school make a good case as to special qualifications in many cases.

The increasing number of unemployed highly educated and professional young women makes a strong argument against their employment.

In Chicago the Tax Payers' Association passed the following characteristic resolution:—

First: There are thousands of applicants graduated from Normal Schools, Universities, and Colleges with full qualifications, and who are not able to secure employment as school teachers;

Second: That the majority of the married teachers, in good financial standing, whose husbands hold lucrative positions in business and the professions, and by reason of their teaching in Chicago they are keeping unmarried applicants who have spent time and money in preparing themselves for the teaching profession from securing positions as teachers.

Third: There are many women who are employed in the Chicago public schools as teachers and principals who have reached an old age, and who have been teaching long enough to obtain pension. They should be relieved and replaced with teachers of modern methods.

Fourth: That such action by the Chicago Board of Education be made effective from the time of adoption of said plan, but not to affect teachers now in their employ.

One of the exceptionally important professional achievements of the year has been the unprecedented platform success of Dr. Josephine Corliss Preston.

J. W. Studebaker's Opportunity

DES MOINES and Mr. and Mrs. D. W. Smouse give Superintendent Studebaker an opportunity to demonstrate, better than ever, his inspirational genius in meeting exceptional administrative responsibilities.

The "D. W. Smouse Opportunity School," costing a quarter of a million dollars, will be an unprecedented opportunity for crippled and otherwise handicapped children. It will be a wholly new conception of opportunities for the education and benefit of every variety of children who do not fit into the regulation school building.

The main building will be 200 feet by 70 feet, with a wing at the rear, combining a gymnasium, auditorium, and other special rooms on the second floor and a cafeteria on the first floor. All classes of children who have any physical or mental handicap will be in this building, so that conveyances can be adapted to routes and varieties of individual needs.

Open-air rooms, opportunity for sun baths, massage, scientific baths of various kinds will be provided.

There will be medical supervision and nurses. Nothing will be omitted that can help the improvement of any child physically, mentally, socially or vocationally. Much attention will be given to the preparation of every child to learn to earn despite his handicap.

The building will occupy a large lot admirably adapted to its purpose, owned by the city, and there will be every attraction for out-of-door pleasure and physical advantage.

Des Moines will undoubtedly lead the cities of the world in this noble service. It affords Mr. Studebaker an opportunity to demonstrate his masterly genius in meeting exceptional opportunities.

Dr. and Mrs. Smouse are entering into all of the plans with a joyous devotion worthy the occasion.

Louis Briggs Lee

THE death of Louis Briggs Lee, vice-president and managing director of the Chicago Division of the American Book Company, removes from the school book business one of its very able leaders and a man of broad civic interests. As an alumnus of the University of Michigan he took an active part in the promotion of its interests. He appeared the personification of health until his brief illness.

Westfield Conference

THE Westfield State Normal School, Charles Russell, principal, had an interesting and important "Conference for Young Teachers" in April.

The members of the graduating class of the Normal School were sent out to schools, in which graduates of 1928 are teaching, on Monday and Tuesday of the conference week.

On Wednesday, Thursday and Friday of that week ninety-four young teachers from the vicinity were in attendance at the Normal School. Of these seventy-nine were graduates of last June; five graduates of other years; and ten graduates of other Normal Schools and Colleges.

Each teacher in attendance sent in advance a list of her problems which caused her to join the conference. There were five hundred of these problems, an average of fifty problems per teacher.

In the three days there were fourteen hours devoted to conferences, in which there were never more than fifteen participants. Six of the fourteen hours in the various groups were given to the five hundred problems, which were easily massed in twenty-five groups of problems, which simplified the consideration. Two hours to demonstration lessons by the Normal School faculty. Two hours to consideration of these demonstration lessons. Three hours to blackboard drawing lessons by members of the faculty of the Lowell Normal School, and one hour for general assembly.

Hamtramck, a city of 60,000 population, bounded on all sides by Detroit, has public school service for the people for sixteen hours a day for forty-eight weeks in the year. Is there any other superintendent who has as complete a school service as many hours a day as many weeks in the year as has M. R. Keyworth?

Robert Maynard Hutchins

CHICAGO UNIVERSITY is to have the youngest president that any major university of the United States has ever had. The daily press has exploited him so abundantly that there is no excuse for elaboration. The only thing that has escaped exploitation is the one feature in which we are chiefly interested.

His father, Dr. William James Hutchins, president of Berea College since 1920, was pastor of a Presbyterian Church in Brooklyn until Robert was eight years of age, and was professor in the Oberlin Theological Seminary through Robert's boyhood and youth.

The atmosphere of such a home really meant much to a young man who is to be president at thirty years of age of one of America's most important universities, and too much credit cannot be given to such a home life.

Two million pamphlets have been distributed within the last year on health and hygiene subjects to teachers and high school students by the Metropolitan Life Insurance Company.

World Jamboree of Boy Scouts

THIS means more to Boston this year than ever before, for Boston University's Dean of Education, Dr. Arthur H. Wilde, will attend the Jamboree to study at close range Scouting in England with a view to having Boston University promote the special features of English Scouting.

More than ever will American Scouting blend with English Scouting. There are many reasons for this, not the least of which is the universal desire to have the United States and the "mother country" demonstrate to the rest of the world that there is no possibility of friction, civic, industrial or social, between these countries.

It is rumored that Dean Wilde will be authorized, if he thinks it sufficiently important, to find a leader adapted to this service, and engage him for the School of Education, Boston University, and have a School of Scouting for Scoutmasters.

James E. West and Scout Headquarters in New York have conferred with Dean Wilde regarding a plan of courses in recreational leadership which may include scouting, camping, and related activities. This would link up with courses already provided in child and youth psychology, also with the new course for men who are training for physical education in the schools and with the course in folk dancing.

This may mean more to America's youth than anything that has been recently developed. If it has the appeal to leaders of American youth that it suggests there is no limit to what may be done.

The quickened interest in scouting is due in no small degree to the recent meeting of Boy Scout leaders, at which James E. West, the creator of the American Boy Scout organization, kept public interest at white heat for several days.

Philadelphia is to have a Boy Scout building on the Parkway, rivaling the famous public buildings now there.

Scouting has assumed such proportions that encyclopedias give it unusual space. We are using in this issue a full-page illustration of Scouting in the Compton Pictured Encyclopedia.

Riverbank Lodge

THE Massachusetts State Teachers Federation has a country club property, the River Bank Lodge, twenty miles from Boston, on the Charles River, which serves teachers in innumerable ways at all seasons.

The property was given to the Federation a few years ago by Miss Emma Davis.

The estate was one of the attractive farm residences between Boston and Worcester. The Federation has modernized it in many ways so that it is more attractive in every way than in its palmy days.

It has no suggestion of an invalid's retreat, and no one class of men or women, or men and women can monopolize it or give it a class or character. It is attractive to sportsmen with the rod or musket, for there is a well-stocked brook and a wooded area with much small game.

There are "grounds" for various games, and all sorts of playground and outdoor athletic equipment for those who enjoy mild activities. Nowhere can there be found more varied opportunity for self-entertainment for adults. There is nothing suggestive of the teacherage atmosphere.

It is a great holiday and Saturday-Sunday resort for groups of teachers regardless of the number in the group. All that is required is notice to the manager as to how many will be there for luncheon, and some idea of the price that will be satisfactory. Nowhere will there be so satisfactory a luncheon served so delightfully for the same price.

There are a surprisingly large number of guest rooms which may be rented by the week. The atmosphere is restful with books and magazines, with lounges, easy chairs, swings and hammocks.

The Lodge has the appearance of an attractive hotel for well-to-do people, and whether one is there for a week-end or for a week or two, this comfortable atmosphere is always the same.

The Federation has spent money freely to make it highly attractive, and it is today an unincumbered property valued at more than $28,000.

A Pre-Professional Vocabulary

DR. FREDERICK LAMSON WHITNEY, State Teachers College, Greeley, Colorado, has rendered a unique and highly valuable service to the cause of education in promoting education as an exact science by stabilizing the wavering terminology which has prevented an intelligent study of education by teachers who have been in service even a few years.

Dr. Whitney's "Statistics for Beginners in Education, an Elementary Presentation and Explanation of Sixty-two Terms in Educational Statistics" (D. Appleton and Company, New York) makes it relatively easy for any one to read and talk intelligently with the latest vocabulary of highly scientific professionalists.

Dr. Whitney's approach to the subject is in story form. One superintendent in M—— went on the rocks because he was a "measurement hound," because he took his Teachers College specialist too seriously. The next superintendent had a good supply of native "commonsense" and social intelligence. Everything was done naturally and easily, but always in the scientific spirit of modern education.

In due time the most deep-in-the-rut traditional teacher was proud to be able to use the "bimodal curve," the "multi-modal distribution," and the "semi-interquartile range."

Dr. Whitney has rendered an invaluable service by the way in which he creates a usable scientific vocabulary.

Belding's Page

HOW FAR RESPONSIBLE?

SCHOOLS and colleges are asking themselves, "How far does our responsibility for the safety and well-being of our pupils extend?" The question is a very broad and difficult one to answer.

Strictly speaking, the primary school is not responsible for the security of the children in crossing the streets on the way to and from the building. But if the teachers and principal of such a school neglected to co-operate with the police and failed to instruct and drill the little folks in the art of self-preservation, these officials would be exceedingly derelict.

The school must do everything within reason to protect the pupil. Beyond that, the home must be responsible. The school cannot be blamed for what happens to the child, if the school has done what it could by way of prevention. Yet a school which has been visited with misfortune in the killing of a pupil in traffic, naturally increases its efforts to instill safety rules into its pupils.

Turn now from the primary school to the college. Several instances have occurred in recent months of students mysteriously disappearing. Some have been found alive. Others have been found dead. Some have not been found at all.

How far are the higher institutions to be held accountable for these sad occurrences?

Clearly they are absolved from all blame in the case of a student who is at home on vacation. In that instance the parents alone are responsible.

Where, however, a student walks away from the campus into oblivion, the college may not sidestep its duty to discover the disappearance promptly and to set in motion whatever machinery is necessary to trace the wanderer.

The problem is by no means simple for the colleges. They do not like to place too many petty restrictions upon the movements of their students, who have arrived at an age when they must learn to look after themselves in large measure. Still, they are very immature. Most of them are away from home and its restraints for the first time when they enter college. They must be taught how to use their freedom wisely. Shall they be thrown into the pond, figuratively, and told to swim? Or shall freedom to "swim" be parceled out gradually, as they prove their ability to use it properly?

A system of checking the approximate whereabouts of students at all times seems called for. At least, whenever something tragic occurs and the searchlight of publicity plays upon the campus, deans and faculties wish they had had such a system in operation. For a longer or shorter period after the horse is stolen, the door is cautiously locked.

All who administer the affairs of schools and colleges need to give serious thought to this matter of their responsibility for the physical, and even the moral, security of the students. The inquiry should be approached in no spirit of shirking, but rather with the earnest desire to assume each its full share of the burden.

EXCEPTIONAL THOROUGHNESS

WHEN some one inquired why medals of honor are not given to soldiers of his country, a Japanese colonel replied: "Bravery is not an exceptional virtue."

Thoroughness in study ought not to be an exceptional virtue on the part of pupils. Teachers are prone to treat it as the exception. They make lessons too long and difficult for the average child to master completely. They permit written work to be handed in half done or half full of inaccuracies. They let oral statements get by which are indicative of confused thinking, or an entire lack of thought, memory, preparation of any sort.

To be sure, a damaging mark goes down in the teacher's book. But the notion prevails in most classrooms that three-quarters of the way to perfection is plenty far enough to suit the teacher.

In respect of thoroughness, nearly everything depends upon the standard which the teacher expects and demands. Under one teacher, no pupil ever thinks of presenting a lesson that has not been prepared to the best of his ability. In the next room, perhaps, under a different teacher, fragmentary work is the rule.

When schools pride themselves on their standards of thorough study and thorough instruction, as the Japanese soldiers do on their courage, public education will take one of the greatest forward leaps in its history.

SAFETY PROGRESS

IN Massachusetts the prolonged and persistent efforts spent in teaching children how to dodge the omnipresent automobile have resulted in a fifteen per cent. reduction of motoring fatalities among boys and girls.

In a recent contest put on in the schools by the Massachusetts Safety Council, some 300 posters were drawn which were deemed worthy of exhibition in the Boston Public Library. Every poster reflected concentrated thought of its designer upon a subject of extreme moment. Unless the boys and girls are fitted to survive in situations under their own control, education will be wasted.

Anson W. Belding

Associate Editor.

Are High Schools Sufficiently Democratic?

A Symposium

By JAMES F. HOSIC, Ph.D.
Teachers College, Columbia University, New York

THE public high school in America, to say nothing of the private high school, is not yet as democratic as we hope it will be. The essence of democracy is opportunity. Until the time comes when one youth from twelve to sixteen years of age has as good a chance to develop his personality and find a place in the world through secondary education as another, we cannot say that the high school is truly democratic.

Historically the American high school is a selective institution. It was designed for the children of the better families, particularly the boys who were on their way to college; and though the Latin Grammar High School—the earliest high school—was succeeded by the academic, called the "people's college," and later by the public secondary school, these new institutions, liberal at first, tended to become conservative. To this day the prevailing view seems to be that the true high school course is the literary or classical course made up largely of foreign languages, mathematics, history and English. What is needed is a school adapted to the individuality of each pupil and to the peculiar needs of groups of pupils. While much in the high school should be common, much also should be special and individual.

In one of the large public school systems of the country the elementary school has been completely democratized. There are classes and groups for all sorts of pupils and one pupil moves through the school as rapidly as another. In the junior high school, also, there are opportunity classes and steps are taken to provide for the different sorts of pupils just as they come from the elementary school. But in the high school in this same progressive city there is a bulwark of conservatism that tends still to cling to the old college preparatory course. This is more or less typical, and until this condition is remedied we cannot say that the American high school has become truly democratic.

By JOHN J. TIGERT
President, University of Florida, Gainesville

IF THIS question calls for a yes or no answer, the answer must be "No." It cannot well be maintained that the high school alone among our many democratic institutions has reached a high and isolated position from which it may announce itself as "sufficiently democratic." If the question, however, allows of a qualified answer, one may reply: "Yes, with reservations."

The high school today is more democratic than ever before in supplying opportunities for education to the youth of the nation. In 1910 of every six persons between fourteen and seventeen years of age one was attending high school. In 1890 only one of every fifteen of these ages was enrolled. At the present time one-half of our population of high school age is in actual high school attendance. Our early high schools were developed from European models, and while in theory they served all the people, in practice they catered to a select group of pupils, an aristocracy of intellect, deemed worthy of training beyond the *common* school.

In the curriculum we similarly find that the modern high school serves the needs of all pupils better than the schools of twenty or forty years ago. We have now from one-twentieth to one-seventh of our high school pupils taking work in agriculture, normal training, and home economics. Twelve of each one hundred pupils are enrolled in typewriting and almost an equal number in bookkeeping. In 1910 the number registered for these subjects was negligible, and in 1890 their percentage was zero for the very good reason that no courses were offered except in academic subjects.

The measures of the degree of democracy attained in the social organization of our high schools are more subjective and less reliable. Moreover, social situations are intimately dependent upon the size of the school and the social character of the community which it deserves. For these reasons it is difficult to form any valid judgment as to whether we are progressing or regressing in the matter of leveling social distinctions within the high school. The argument goes merrily forward projecting the schools of a bygone day into a modern environment or judging the present social usages by those of our fathers and grandfathers. In the absence of evidence, judgment on this point should be reserved.

A great change has come over our conceptions of discipline. Time was when the schoolmaster was enthroned on a dais and wielded the yardstick as sceptre. There may have been democracy outside the school, but within its walls it was one of the principal duties of the instructor to enforce obedience and of the pupil to render it. This is a far cry from present-day methods of control, in which we have replaced compulsion with interest, and have substituted social pressure for the pressure of the stick. Not even our Pete Joneses nowadays believe that "lickin' and larnin' go together." In a large number of high schools pupils are participating in certain phases of school management, and in a few cases school republics governed by the pupils themselves have been established.

We have come a long way in making the high school democratic; we still have some distance to go.

By A. G. YAWBERG
Cuyahoga County Superintendent of Schools, Cleveland, Ohio

OUR high schools are not sufficiently democratic. Having made this sweeping dogmatic statement it is necessary to specify and in justice also to qualify and modify it. If the question were: "Are high schools more democratic today than formerly?" the answer would be unqualifiedly, "Yes." It is evident to all that remarkable progress in this respect has been made in our high schools within the past decade without in anywise minimizing the educational power developed through our high schools.

To justify our first statement we shall consider the high school from four standpoints, namely: (1) Courses of Study; (2) Organization; (3) Teachers' Attitudes; (4) Pupil Relationships.

(1) Our courses of study are increasingly democratic. While the college preparatory courses still dominate and often determine the chief courses, yet the great majority of our high schools now offer courses for either a general or vocational education that vie with the college requirement courses in scope and necessary mental power to do the work. We are also beginning to require equally well-trained teachers for these courses. In this respect, however, we are not yet sufficiently democratic. Too many schools demand high grade teachers for college credit courses, and are satisfied with insufficient trained teachers for other courses.

(2) Our high schools are increasingly democratic from the standpoint of organization. Pupils are given wide freedom. The only rules are that they shall act the part of ladies and gentlemen and do nothing that will lower the efficiency or standing of the school. There are clubs for all groups where initiative and self-expression are encouraged and rewarded.

While I believe that educational ability should be tested and so far as possible known, yet I also believe we have gone too far when we attempt to classify pupils by intelligence tests alone. We should not stamp pupils as "dumb bells" any more than we should stamp them as failures. It is our duty to help them find themselves before we close the door in their faces.

(3) Teacher attitudes have undergone great changes within the last score of years. From being known as a taskmaster the teacher generally has now come to be known as a friend. The teacher creates the atmosphere of the school, and it is from that atmosphere that pupils absorb their impulses for good and useful lives. Old Marcus Aurelius emphasized that fact when he said that from Alexander the grammarian he learned not grammar particularly, but to refrain from fault-finding. We are not yet sufficiently democratic because we still have too many teachers who teach subject matter instead of boys and girls, who insist upon so-called educational standards instead of stimulation of pupil interest and initiative.

(4) Pupil relationships are becoming more and more democratic. There are still some snobbish fraternities, sororities or cliques. In this respect our high schools are not sufficiently democratic. Many schools because of this make it extremely difficult for poor but deserving students to succeed. It is my conviction, however, that these evils are decreasing.

Our high schools are not sufficiently democratic because they still fall short in two or three fundamental respects, but they are increasingly democratic and I believe even more democratic in many respects than the communities they serve. On that account I believe that our high schools are the great generating and distributing institutions for democracy.

By AGNES SAMUELSON
Superintendent of Public Instruction, Des Moines, Iowa

THE origin and development of the American High School have been democratic in nature. Its purpose has always been to include "all the children of all the people"; its curriculum has expanded in accordance with this objective. The phenomenal development of the high school enrollment in recent years indicates the faith of the people in the democracy of the high school movement.

My experience is that high schools, especially the smaller ones, are democratic. Any tendency to divide into cliques is soon adjusted. The student body soon brings the "cocky" leader to earth. Well-marked social groups cannot prevail against the student who makes good on sheer ability and merit.

It has been my observation that our modern high schools are in reality cross sections of the communities in which they are located.

Education must raise the level of thinking; it must offset radicalism by creating progressive constructive thought along safe and conservative lines; it must bind together for the common good all the better elements of community life; it must create and foster the right sort of public opinion to safeguard inherent rights of the people, and this is democracy as found in high schools as I know them.

(This Symposium will be continued June 3. An expression of your viewpoint is invited.)

Co-operating With Satan

By V. H. CULP, Professor of Education
State Teachers College, Aberdeen, South Dakota

THE reader is invited to tune-in on a meeting regarding present conditions and tendencies in modern education.

His Satanic Majesty has arranged a conference with his Minister of Education. The cabinet officer was ushered into the office of the Czar of Hades. "Honorable sir, you are very welcome! Sit down and take a generous helping of my choice tobacco and help yourself to the lemonade. We have cut out all drinking of officials in the interests of efficiency, so there'll be no liquor. I postponed your quarterly report of activities because of unexpected developments. I actually had wonderful prospects of another war, then the liquor interests needed my special attention, and besides a number of important legislative and judicial bodies needed careful direction. I want you to know that I think your work second to none, you rank with the Ministers of War and Justice."

"Imperial Ruler of Hell, I am glad to report progress in all fields of endeavor. In line with previous reports I will report briefly only on matters that are far-reaching. Our social program is 'going over' beautifully. As you know our recommended activities include: Jazz dances, drinking, scoffing at religion, extravagances, risque magazines and shows, petting parties, and snobbishness. The school authorities and parents have adjusted themselves to our program. They even justify it by saying that it is the trend of the times or the after-math of the war."

Satan said in approval: "That is excellent. The fact that parents and teachers disregard our activities is an eloquent testimony of your diplomatic procedure."

"In line with your framed motto, 'Idle Hands are Hell-bent,' I have secured many attractive openings. Before I go into details, My Patron Saint of Sin, I want to confess that I have been unduly critical of the educational forces. They are usually reasonable and willing to compromise. I have arranged to continue the program of idleness at the beginning and end of school periods and additional vacations of a day or so. That period of undirected idleness is a great concession to us. Your adage is literally true. The school authorities justify such periods of inactivity on the grounds that the time is required to start or slow down the school machinery. That shows that they are not lacking in imagination."

"Ha! Ha! Ha!" roared the Prince of Darkness. "I know a number of men on the earth that have an abundance of native ability, and have very valuable experience. You will soon have a master of propaganda on your force."

"Now, regarding the matter of cheating in the schools—it's too good to be true. Education hardly recognizes one of the most potent agencies of our kingdom. Like the old joke about the ostrich hiding his head in the sand, the educators are blind to the enemy within their gates. In some schools our following is nearly 100 per cent., while the average is easily 40 per cent. We even get the theological schools on our list."

Sir Lucifer added: "Right you are, 'Low Ideals Seldom Fly Higher.' Get the students disgusted, break down their ideals, and give them arguments of justification. This will guarantee that the crowd will come our way. Never neglect the little things, for many times you can catch big fish with little bait."

"Do not think that I neglect matters related to discipline. As you know, the average human laughs longest over old stories, so I have revived the old monotorial system and call it Self-Government or Citizenship Training. They are using this system, especially in the grades and high schools. I was going to start it in the intermediate grades, but the primary teachers also wanted to use it. This is the idea; the children act as spies, they give demerit marks, cause punishment, govern others when they cannot govern themselves, show authority, and in the matter of behavior, do the work of the teacher. Such assistants are called monitors, mayors, generals, or any high-sounding name. Just like your old king joke, 'The king can do no evil,' the monitor makes no mistakes and has final authority which is only enforced by the teacher. The monitor prescribes the medicine, and the teacher sees to it that the victim takes it. When the victim becomes monitor there is a case of retaliation; as a result we find cliques, agreements, schemes, hard feelings, fights, suspicions, and a beginning of earthly politics. When you see politics in the high schools and colleges you will realize that we are reaping a very satisfactory harvest."

Sultan Beelzebub mused. "That's right, try to warp their sense of justice—make a travesty of it. Suppose, though, some school actually gets the system to work—it might become a boomerang."

"No danger, human nature is a constant. I am more than pleased with the results in all places. You'll never lack for followers when you have so many efficient training schools."

"King of Damnation, can you imagine it, some practical educators are objecting to our course in arithmetic. It's satisfactory to us and the scholastic mathematicians. Our content and methods inherited from the middle-ages are confusing the

children and developing a rebellious attitude towards the subject. We teach 144 multiplication combinations instead of twenty-eight, eight or ten formulas in percentage instead of one, and many complicated cases in fractions. The course is designed to do everything but to enable children to handle numbers. This is retaining the good old days when your General Ignorance held almost undisputed sway. We have a number of influential hirelings who have unlimited resources. These men make scientific researches which are collected to continue the age of Ignorance. Such propaganda as 'Sanctified Squander,' in which the high cost of education is damned, is manufactured expressly for the penurious taxpayers."

"I like that stuff! See that it gets wide publicity in the newspapers, magazines and scientific organizations. Proving a thing by figures is a most effective way, for people seldom have enough intelligence to see the real purpose of such studies. The continuance of untrained, immature teachers is necessary for our program of low salaries and inefficiency. Advocate poorly kept buildings, poor apparatus, over-crowded rooms, unsanitary conditions, school fights, and peanut politics."

"Instigator of Iniquity, I'm making a lot of friends in state legislatures and on school boards. Such friends are invaluable. And the taxpayers —I've literally millions of advocates for lower school taxes. Taxes for education seem to excite them as a red flag angers a bull."

"The report pleases your Royal Master exceedingly. At the New Year's celebration I am going to make you a member of the Knights of Brimstone. Do not interfere too much with the course of study, for you can do more effective work elsewhere. I want you to know that I'm enjoying that anti-evolution quarrel. The fight against higher education and against educational opportunities must be well screened. Keep up the fight, for we do not need to win at once—we can wait for victory. Should you need more office help or larger appropriations your request will be filled immediately. Remember, the ignorant, the prejudiced, those riding a hobby, the cartiledged-spined, and the sophisticated have been my most constant and effective servants. The irony of the situation is the fact that in most cases they were not aware that I was reaping the harvest."

The Minister of Education departed to his luxurious headquarters pleased with the approbation of his Infernal Master.

Art Museum in Education

By A. E. WINSHIP

AN ART museum has limitless varieties of service to teachers and students. It is a high school laboratory in art and literature, in history and civics. It is as inspiring as it is informing with inestimable educational possibilities.

To have objects themselves at short range is as far beyond the pictures of things as pictures are beyond verbal descriptions.

The art museum is itself a work of art as much as a great musical composition, a great cathedral, or a masterpiece in literature. It really enables one to live in imagination anywhere in the world, at any time since the creation.

Ethelwyn Bradish of the Metropolitan Art Museum, New York, in a recent radio broadcasting message, magnified the purpose of the art museum to educate those who come there regularly to make the best use of its vast resources.

It is easy for any one to dissipate time and thought in such a variety of captivating objects. Many form the habit of going to an art museum to nibble here and there, seeking something new to excite an interest.

Miss Bradish's message reveals the Metropolitan Art Museum's methods of rendering important service, especially to teachers and students, by educating them to use the museum's resources for permanent self-improvement.

The attendants are expert instructors who study the interests of students as they use the different collections, and they get keen satisfaction when they discover a budding genius by observing which class of collections give a student a special thrill.

There are attendants so sensitive to these reactions that they know from which high school students come by their intelligence in the use of the art museum.

An art museum is the great educational institution for developing an intelligent, worthwhile interest for life. The Metropolitan Art Museum makes it its concern to direct the use of leisure of old and young. It is the great adult educational institution available for all without money and without price.

Every art museum has the possibilities of the Metropolitan Art Museum, but in the breadth of its vision and in the height of its mission Ethelwyn Bradish reveals the classic and masterful supremacy of the Metropolitan Art Museum.

Freedom is not the negative quality of being let alone. The stones of the field are unrestrained, but they are impotent. Freedom requires life, self-control, organization, discipline. It requires informed and ordered imagination to picture the choices which are possible, wisdom to compare and appraise them, and energy and desire to control events and materials to achieve what is chosen.

That man is most free who can and does choose the hard course which is best as measured by its total consequences.

—Arthur E. Morgan.

Flags Important in American History

By DANIEL W. HOFF
Meadville, Pennsylvania

BEFORE discussing flags of today it may be well to say a word as to the origin and evolution of flags. In the primitive battles of savage man some device for distinguishing between friend and enemy was urgently needed. At first a peculiar kind of club, a smear of color on the person of the warrior, or some crude device on his shield, was sufficient. Later the skins of animals were fastened to poles so as to be recognized at a greater distance. Then, as man became more civilized, and clothed himself in fabrics, banners of cloth, bearing symbols of strife, took the place of these skins. Then followed our modern banners and flags.

More than sixty different flags have played parts in the history of our own country. First among these were the flags of the discoverers. Next came the fearless explorers, with the flags of their home lands, which were borne through our trackless wildernesses, and reflected in our unknown waters. Then came the early settlers, with the banners they had learned to love. Later on the various Colonial flags sprang into existence, culminating in the birth of our own Stars and Stripes, and of "Old Glory." Finally there were the flags of the Southern Confederacy.

FLAGS OF THE DISCOVERERS AND EXPLORERS.

The Raven Flag of the Vikings, No. 1, was brought to our northern shore about the year 1000, by Eric the Red and his hardy Norsemen.

Five hundred years later Columbus arrived on our Eastern shore, and there planted the Royal Standard of Spain, No. 2. This is supposed to have been the first European flag flown on American soil. Its golden castles, on a red field, stand for Castile, and its red lions on a silver field, for Leon, the most powerful provinces of old Spain. Under this royal standard thousands of miles of our Atlantic and Pacific coasts were explored. It was also borne through great stretches of our Southern and Western territories. You will remember that De Soto, with a company of 600 men, spent three years trailing through the southeastern portion of our country, searching for a rich and powerful city that never existed.

About five years after Columbus, John Cabot came to our northern shore, bearing the Royal Standard of England, the red cross of St. George on a white ground.

Chief among the European flags brought to our shores, at an early day, were those of Spain, England, Holland, and France, including Napoleon's blue, white, and red flag, No. 5, that was hauled down on December 20, 1803, to give place to the Stars and Stripes, after we had purchased the Louisiana territory from France. You may recall that at this time the Louisiana territory extended from the Gulf of Mexico to the Canadian border, as shown by the map, No. 6, and constituted about one-third of the present territory of the United States.

Two other French flags also played prominent parts in the development of our early history. The golden lilies of France, on a blue ground, No. 7, were borne through thousands of miles of the great Louisiana Territory, by fearless explorers, including Joliet and Marquette, who rediscovered the "Father of Waters." This was also the flag of La Salle, who floated league upon league down the great Mississippi, and who took possession of this great stretch of country in the name of France.

The pure white flag of Joan of Arc, and of the Bourbons, No. 8, was also the ensign of the daring Champlain, as he sailed down the lake that bears his name, and also of Count DeGrasse, when, with his twenty-four ships, sent by France to help the colonists, he drove the English fleet from Chesapeake Bay, and hastened the closing of the Revolution.

FLAGS OF THE EARLY SETTLERS.

When Henry Hudson came sailing into New York harbor, in his little half-moon vessel, there flew from its main mast the orange, white and blue flag of the Netherlands, No. 9, with the monogram of the East India Company added. The orange stripe was in honor of William the Silent, of Orange. This is supposed to have been the first European flag to be reflected in the waters about what is now the second largest city in the world, and to cast its shadow upon the waters of the great river which now bears that intrepid explorer's name. It also floated over huts built on Manhattan Island, for the fur traders.

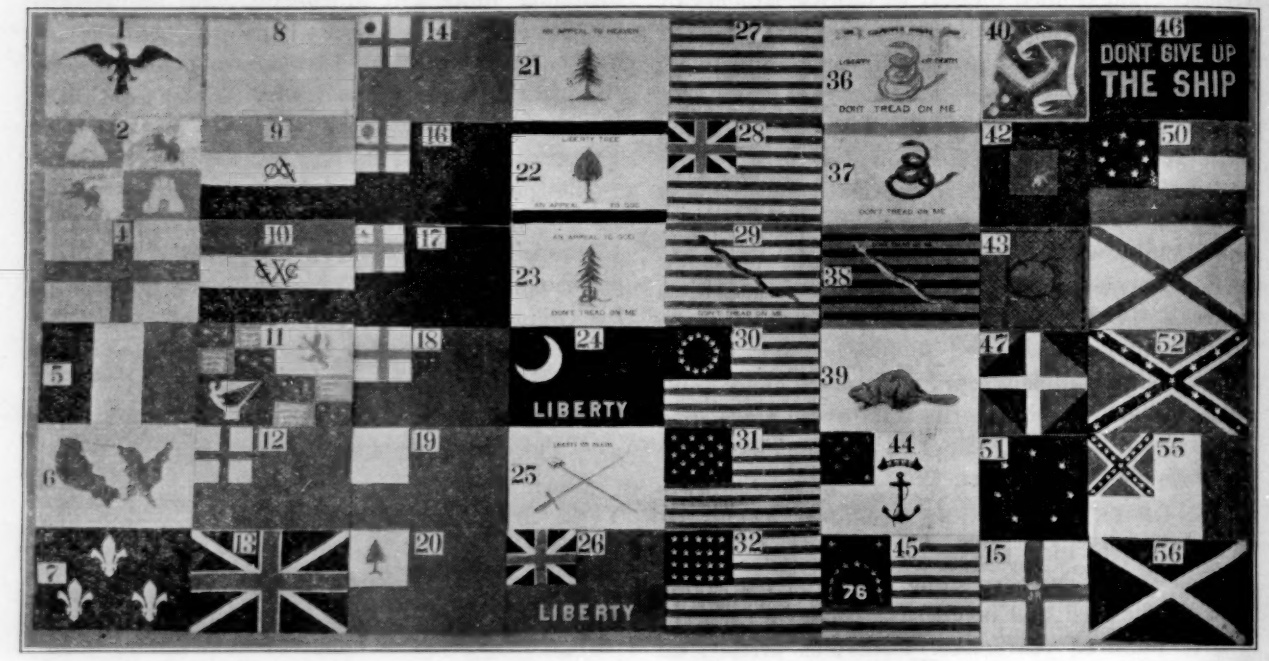
Later the Dutch West India Company was given control of the fur trade of America, and its flag, No. 10, dominated this region for forty-two years, until permanently driven from our shores by the English.

EARLY FLAGS OF THE COLONISTS.

As already mentioned the earlier flags of the colonists were those of their home lands. One of the earliest of these was the King's Standard of 1635, No. 11. This design carries us back to the very roots of English history, when each noteworthy event added some new symbol to the Royal Standard. With its golden lilies on a blue ground, representing France; its golden lions, on a red ground, England; its red rampant lion, on a yellow ground, Scotland; and its golden harp, on a blue ground, Ireland; this banner represents four countries.

The English Red Ensign, No. 12, was the official flag of the English colonists in America, until the union of England and Scotland in 1707. This was the famous meteor flag of Old England, under which her greatest admirals made her mistress of the seas. This same English Red Ensign, with its designating blue ball, No. 14, was the official flag of Governor John Endicott, of Massachusetts.

After the union of England and Scotland under one ruler, St. George's Cross of England and St. Andrew's Cross of Scotland were blended into one design, No. 13. The ground of this flag is blue. This was known as the Union Flag, and became the official flag of the English Colonies in America after 1707. This was the flag of the Jamestown settlers, in 1607, and of the Mayflower in 1620.



FLAGS IMPORTANT IN AMERICAN HISTORY

THE EVOLUTION OF OLD GLORY.

The study of the growth and development of our own flag is most interesting and instructive. It is indeed interesting to note how the colonists sought to give visible expression to their sentiments through the medium of their flags. At first they voiced their unstinted loyalty to their mother country, by using the flags of the home land. Up to the beginning of the eighteenth century they were content to use the flags assigned to them. But early in that century they became restive under English rule. They yearned for liberty and freedom, and for a larger degree of self-government. They also felt that they were entitled to some recognition in the designs of their flags. Naturally, as they still acknowledged allegiance to England, their first steps in this direction were to add some distinguishing symbol to the flags of the mother country. The Endicott Flag, No. 14, and the New England Flag of 1737, No. 16, are typical examples. The latter was formed by inserting a globe in the upper left-hand quarter of the canton of the Blue Ensign, of the rear admirals, of Old England. The Bunker Hill Flag, No. 17, was this same Blue Ensign, with the pine tree added to its canton. In the flag of Newbury, Massachusetts, No. 18, St. George's Cross acknowledges allegiance to England, but the red of the English Ensign has given place to the green of their well-loved forest, while a feeling of wider separation from the mother country and a stronger degree of independence was graphically expressed in another colonial flag, No. 19, by boldly removing the cross from the canton of the English Red Ensign.

THE LIBERTY TREE AND PINE TREE FLAGS OF APPEAL.

Among other famous flags of the period were the Liberty Tree and Pine Tree flags of appeal. Liberty trees and Liberty poles were very popular in the early activities of the colonists. The wide-spreading live oak tree, under which the leading spirits of the day met to discuss their plans for liberty, and under which the Declaration of Independence was first read to the people of Charleston, gave to them their Liberty Tree; while the "Sons of Liberty," meeting under the fine old elm tree in Hanover Square, gave to Boston her Liberty Tree. These trees soon began to appear on their flags, together with mottoes of appeal. The pine-tree-covered hills of New England sang of freedom and liberty with every breeze. The pine tree was the adopted symbol of the Massachusetts Bay Colony. It was a sturdy tree. They were a sturdy people, and its brilliant perpetual green—the color of hope, a symbol of Christianity

—was a fitting symbol for voicing the yearnings of the colonists. You may recall that it was the pine tree that displaced St. George's Cross in the canton of the English Red Ensign, that gave to us our Continental Flag of 1775-1777, No. 20.

The white flag of Washington's cruisers, No. 21, bore in its midst a pine tree, above which was the motto, "An Appeal to Heaven." One of these flew from the main mast of the ship Martha Washington, which was captured by the English. This flag is still preserved by the English Admiralty.

The Liberty Tree Flag of 1776, No. 22, was a green tree on a white ground, with narrow blue stripes at the top and bottom edges. Above the tree were the words, "Liberty Tree," and beneath it "An Appeal to God." The liberty tree emblem was very dear to the colonists, and appeared on many of their flags.

The pine tree, on a white ground, and the motto "An Appeal to God," of the Massachusetts Navy Ensign, No. 23, pleaded for liberty and justice without strife, if possible; while its coiled rattlesnake, and the "Don't Tread on Me" warning, served notice of an unyielding determination to obtain these, or to perish in the attempt.

The magic word "liberty" found a welcome place on many a flag of the period. Among others was the blue flag that flew from the wide bastion of Fort Sullivan during the famous battle of June 28, 1776, No. 24. You may recall that it fell outside the parapet, and how midst a rain of English bullets, Sergeant Jasper leaped over the wall, secured the flag, restored it to its place, and leaped back to safety, unharmed.

In 1774 a flag was raised at Taunton, Massachusetts, No. 26. It was the Red Union Flag of England, with the word "liberty" boldly inscribed across its lower portion.

The unyielding determination to win their liberty or die in the attempt was forcefully expressed, both by the inscription and the symbols of a white flag of the period, No. 25, bearing the liberty cap and liberty pole, crossed with the sword, and the motto "Liberty or Death," doubtless inspired by the closing words of Patrick Henry's famous oration.

The number 13 played a conspicuous part in the designs of many of the earlier flags of the revolutionary period. Prominent among these was the Linked Hand Flag, with its endless chain of thirteen links, each link firmly grasped by a mailed hand. Its symbolism was unmistakable. Other flags bore a mailed hand grasping thirteen arrows, just as they are held by the talons of the eagle, on the President's Flag, and a few others of today. Then the striped flags were flown everywhere by the merchantmen and privateers, always with thirteen stripes, but the colors of the stripes varying according to the fancy of the commanding officer. Three of the most important of these earlier striped flags were our red and white Merchant Ensign, from 1776 to 1795, No. 27, our First Navy Ensign, No. 28, and our First Navy Jack, No. 29. Our First Navy Jack was simply the Merchant Ensign with the addition of the gliding rattlesnake, and the warning motto, "Don't Tread on Me."

The first definite step leading to the adoption of the Stars and Stripes is shown in No. 28. This was simply a combination of the Union Flag of Old England, No. 13, and the Merchants Ensign of New England, No. 27. This was the flag hoisted on December 3, 1775, by John Paul Jones as our First Navy Ensign, and a month later by Washington, as the standard of the Continental Army, and which remained our national flag until the adoption of the Stars and Stripes in 1777.

THE STARS AND STRIPES, 1777 TO 1795

The next stage in the development of our flag was to permanently banish the British crosses from its canton, and to replace them with the stars, thereby proclaiming to the world that a new nation was born. This was our "Stars and Stripes," No. 30.

In 1795, after two states were admitted to the Union, two stripes and two stars were added to it. This was the flag that "floated through the night" over Fort McHenry, and which inspired Francis Scott Key to write "The Star Spangled Banner," No. 31.

In 1818, by an act of Congress, the original thirteen stripes were restored to our flag, and five stars added to the canton, No. 32. Since then it has remained unchanged except that more stars were added as new states were admitted to the Union.

Then in 1831 our flag was christened "Old Glory." The women of Salem, Massachusetts, had presented a flag to Captain William Driver, which he hoisted at the masthead of his vessel, in which he sailed around the world. As it unfurled to the breeze he exclaimed, in a burst of enthusiasm: "Long live Old Glory, mates!" And this proud title has clung to her folds ever since. During the Civil War Captain Driver lived in Nashville, Tennessee, and in order to prevent the flag from falling into the hands of the enemy, it was sewed between two pieces of muslin, in the form of a bed quilt. After the fall of Ft. Donelson in 1862 the Northern troops took command of Nashville, and as the Southern Flag was lowered it was the captain's "Old Glory" that was hoisted in its place. This old flag is now in the proud possession of one of Captain Driver's descendants—a Mrs. Mary J. Roland of Wells, Nevada.

Every school child should know the history of his flag—how it originated—the language of its colors—the meaning of its symbols—and the grammar of its design. In our proud old banner the red stands for valor, the white for purity, and the blue for justice. The star is the ancient

symbol of sovereignty and domain. The United States of America was originally made up of thirteen distinct sovereignties—independent domains—each represented by this ancient symbol. Each state was also represented by a stripe in the flag.

Some flags are quartered, some are made up of vertical, and some of horizontal stripes. According to the rules of heraldry the position of highest honor in a flag is at its upper portion next to the staff. In a quartered flag this is the upper left-hand quarter. In a flag composed of vertical stripes it is the one at the left or staff end, while in a flag of horizontal stripes it is the one at the top. As Delaware was the first to ratify the constitution, she was given the top stripe, Pennsylvania the second, and so on down to "Little Rhodie," the last of the thirteen colonies to enter the union. The same rule applies to the arrangement of the stars, hence the star at the left hand end of the top row stands for Delaware, the second for Pennsylvania, and so on.

THE RATTLESNAKE FLAGS

Now to return to the flags of the Revolutionary period. In addition to the liberty tree and pine tree flags of appeal, that played such prominent parts in the early stages of the Revolution, were the numerous rattlesnake flags of defiance. The rattlesnake symbol was seen on a great variety of flags. It was especially popular with the Southern colonies. Among the most loyal supporters of the Continental Congress were the Minute Men of Culpeper County, Va., whose white banner, No. 36, bore the coiled rattlesnake, and "Don't Tread on Me," and the "Liberty or Death" mottoes, leaving no doubt as to their attitude. The Gadsden Flag, No. 37, with its coiled rattlesnake, on a yellow ground, was hoisted on December 3, 1775, at the masthead of the Alfred, the flag ship of Commodore Hopkins, commander-in-chief of the Congressional Navy. At the same time our First Navy Ensign, No. 28, was hoisted at the stern of the Alfred, by John Paul Jones, and our First Navy Jack, No. 29, at the bow. And these three were the most historic flags of our navy prior to the adoption of the Stars and Stripes. Another striking example of the rattlesnake flag was the South Carolina Navy Ensign, No. 38, with its seven red and six blue stripes, its white gliding snake, and its "Don't Tread on Me" motto. And there were many others.

The idea of the rattlesnake flags was suggested by the widely used newspaper cuts of the period, showing a snake cut into thirteen parts, each bearing the name of a colony, and accompanied by the motto, "Join or Die."

In striking contrast with these flags of defiance was the white flag of the armed ships of New York in 1775, No. 39, bearing in its midst the beaver, symbolizing the early activity of the colony, which was fur trading.

Probably the most interesting flag of the entire colonial period was the standard of the Bedford Minute Men, No. 40, under which was "Fired the shot heard round the world." This treasured relic is still preserved by the Historical Society of Bedford, Massachusetts.

REGIMENTAL AND TROOP FLAGS.

Prominent among other flags of the period was that of the First Pennsylvania Rifles, No. 42. This was a deep green flag with a crimson panel bearing a tiger and a hunter with a spear. During the Revolution this regiment served in every one of the thirteen colonies, and Pennsylvania is proud of the fact that this flag was present at the famous battles of Princeton, Trenton, Brandywine, Yorktown, and others.

An unusual bit of sentiment is woven into the Eutaw Standard, No. 43. While making a hasty visit to his fiancee Colonel William Washington expressed regret that he had no flag for his troop. Seizing her scissors she cut a square of crimson damask from the back of a drawing room chair, saying: "Here, Colonel, make this your standard." This was the famous Eutaw Standard that led the way to victory at the battle of Cowpens, and at the final battle of the Revolution, at Eutaw Springs, in 1781. It is still preserved at Charleston, and is one of our most treasured banners.

One most interesting battle flag, carried safely through the intense struggles at Brandywine, Trenton, and Yorktown, was the white regimental flag of Rhode Island, No. 44. Its anchor and scroll and canton are blue. This beautiful banner, the pride of "Little Rhodie," is still preserved in her State House at Providence. Some authors believe the stars for our flag were suggested by this one.

It was under the Bennington Flag, No. 45, at the Battle of Bennington, Vermont, on August 16, 1777, that 2,000 Green Mountain boys practically annihilated the English forces sent by Burgoyne to capture their stores and to terrorize the people. This crushing blow upset his well-planned campaign, and resulted in the open recognition of our country by France. The top and bottom stripes are white, and the stars are seven-pointed, instead of five, as here shown. Some authors contend it was this flag that suggested the stripes for the Stars and Stripes. It also is still preserved.

Every school boy and girl has heard the story of Commodore Perry's Flag, No. 46, with its famous inscription, "Don't give up the ship," which carried him to victory at the Battle of Lake Erie in 1813, one of the most important naval battles of the war. The inscription on this banner was the dying words of the brave Lawrence. This is a blue flag.

No. 47 shows one of the numerous flags borne by the various French regiments that rendered such valiant service in our behalf during the

Revolution. Its white cross is surrounded by triangular patches of red and blue.

FLAGS OF THE CIVIL WAR.

Up to the time of the Civil War thirty-six states had been admitted to the Union, so that our National Flag during the Civil War bore thirty-six stars.

The first flag of the Southern Confederacy, No. 50, was adopted on March 4, 1861, and was known as the "Stars and Bars." The bars are red and white, and the stars are in a field of blue. The Confederate Jack of 1861-1863, No. 51, was simply the canton of their first National Flag. The Confederate Battle Flag of 1861, No. 52, was also their Navy Jack after May 1, 1863. It bears a blue St. Andrew's Cross, edged with white, on a ground of red. Their battle flag after 1863 was the same, except that it was square with a narrow white border.

The Navy Ensign of the Confederate States in 1862 was the same as their first National Flag, except that it was narrower; that five stars had been added; and that they were arranged in three horizontal rows instead of a circle. The second National Flag of the Confederacy was adopted May 1, 1863. It was white with the fighting flag as its canton. On March 8, 1865, the Confederacy adopted its third and final National Flag, No. 55. It was identical with its second, except that a broad red bar was added to its fly end. With the closing of the Civil War all of those Confederate flags were forever swept from our land, and now "Old Glory" reigns supreme.

Although America is among the youngest of the family of nations, our flag is by no means the youngest of the national banners. The dates of adoption of some of these are as follows: The United States, 1777; Spain, 1785; France, 1789; England, 1801; Italy, 1845; Japan, 1867; Austria-Hungary, 1867; German Empire, 1871; Chinese Republic, 1912; the German Republic; Austrian Republic, 1919.

A deeper reverence for our own flag is born of a more complete knowledge as to what it stands for. Old Glory has attained a more transcendent dignity in the eyes of the world than has been accorded any other flag, and such is the respect it commands that none would dare to offer it an insult. You may recall that shortly after the close of the World War there occurred a great riot in Vienna, Austria. A prominent hotel was overrun by the starving rabble, and every room but one was pillaged. At the door of that room stood a courageous woman, holding a small American flag. No armed guard was needed. Austria had been taught that Old Glory was a shield of protection, even for a defenceless woman, which must be respected, and they rushed on, none daring to cross that threshold.

An ounce of yellow metal, taken from the earth, sells for $4.00. Fashioned into a plain band it becomes the companion of precious jewels, and brings from $6.00 to $7.00. But placed upon the finger of a blushing bride it becomes a priceless symbol, because of what it stands for. A few bits of bunting, taken from the rag-bag, a square of blue, and stripes of red and white are simply worthless scraps, until arranged in proper sequence. It then becomes a thing of beauty, a symbol of power for right, and for peace for all mankind, and is affectionately christened "Old Glory"—and all because of the principles for which it stands. In fact the improvised flag under which the defenders of Fort Schuyler fought, was actually fashioned from the red petticoat of a soldier's wife, the white ammunition shirts of the soldiers, and the blue coat of an officer. Yet to these fearless patriots it was "Old Glory," a sacred symbol, in the defence of which they were ready to lay down their lives, if need be. And let us learn to appreciate the flag that safeguards our liberty and our homes—our own proud banner, Old Glory—and "long may it wave o'er the land of the free and the home of the brave."

A Waif

By ALFRED OSMOND

Brigham Young University, Provo, Utah

Tangled hair
And bleeding feet,
Rags to wear
And food to eat
That a child should never see,
What is that to you and me?

Sunken eyes
And hollow cheeks,
Meagre size,
And voice that speaks
Vulgar language of the street,
How can life be chaste and sweet?

"Papers, please!"
"Away, you brat!"
Life of ease
That's sleek and fat
Has no use for poverty,
Has no human sympathy.

Tangled hair
And bleeding feet,
Rags to wear
And food to eat
That is stolen on the street.
How can life be chaste and sweet?

Personal and Professional

S. MONROE GRAVES, superintendent of Wellesley, Massachusetts, closed his presidency of the Massachusetts Schoolmasters Club in a blaze of glory on April 27. Of course it was President A. Lawrence Lowell of Harvard that brought a record attendance, but it was President Graves that secured him. This is characteristic of Mr. Graves, who has given Wellesley record achievements in several ways.

FRANK A. DOUGLAS, who died on April 25, retired as superintendent of Winthrop, Massachusetts, in 1927 after thirty-two years' service in that capacity. He was one of the few men who ever served as superintendent in any one municipality that length of time in the state. When he was elected Winthrop was little more than a village. When he retired there were 120 teachers and 3,300 pupils. He was a pioneer in transforming a village into a residential suburb of nearly 20,000 population.

JAMES E. DOWNEY, principal, Boston High School of Commerce, elected president of the Massachusetts Schoolmasters Club, is one of the highly progressive leaders of New England. His election to the highest honorary professional position in Massachusetts is a recognition of his professional service and untiring energy in various important activities.

E. D. COMBS, the new president of the State Teachers College, Fredericksburg, Virginia, has one of the first doctorates in education issued by the Graduate School of Education at Harvard, and was on the faculty of the School of Education, Boston University, for a year. He carries to Virginia the wisdom and spirit of Dean H. W. Holmes and Dean Arthur H. Wilde.

ERNEST C. WITHAM, assistant to Superintendent David A. Ward, Wilmington, Delaware, goes to Rutgers College, New Bunswick, New Jersey. He has made an enviable reputation as the director of research. His service has been a genuine aid to the plans of Dr. David A. Ward, superintendent. He will be a decided acquisition to President John M. Thomas at Rutgers.

LANDIS TANGER, superintendent, Reading, Pennsylvania, is to succeed Dr. Charles H. Gordinier as principal of the Millersville State Normal School in September. Reading has had very eminent men as superintendents. Dr. Thomas M. Balliet later became the dean of the School of Education, New York University. Dr. Z. X. Snyder went from Reading to the principalship of the Indiana, Pennsylvania, State Normal School. He was appointed state superintendent, but through a legal technicality in the appointment he could not qualify, and became president of the Colorado State Teachers College, and became one of the most prominent educational leaders of the country. Dr. Tanger follows traditions, as he becomes principal of Millersville Normal School, one of the most distinguished of the State Normal Schools of the country.

COLONEL JOHN D. BILLINGS, Cambridge, Mass., who has been principal of the same school for fifty-six years, has been elected an honorary member of the Massachusetts Schoolmasters Club, of which he has been an active member for forty-two years.

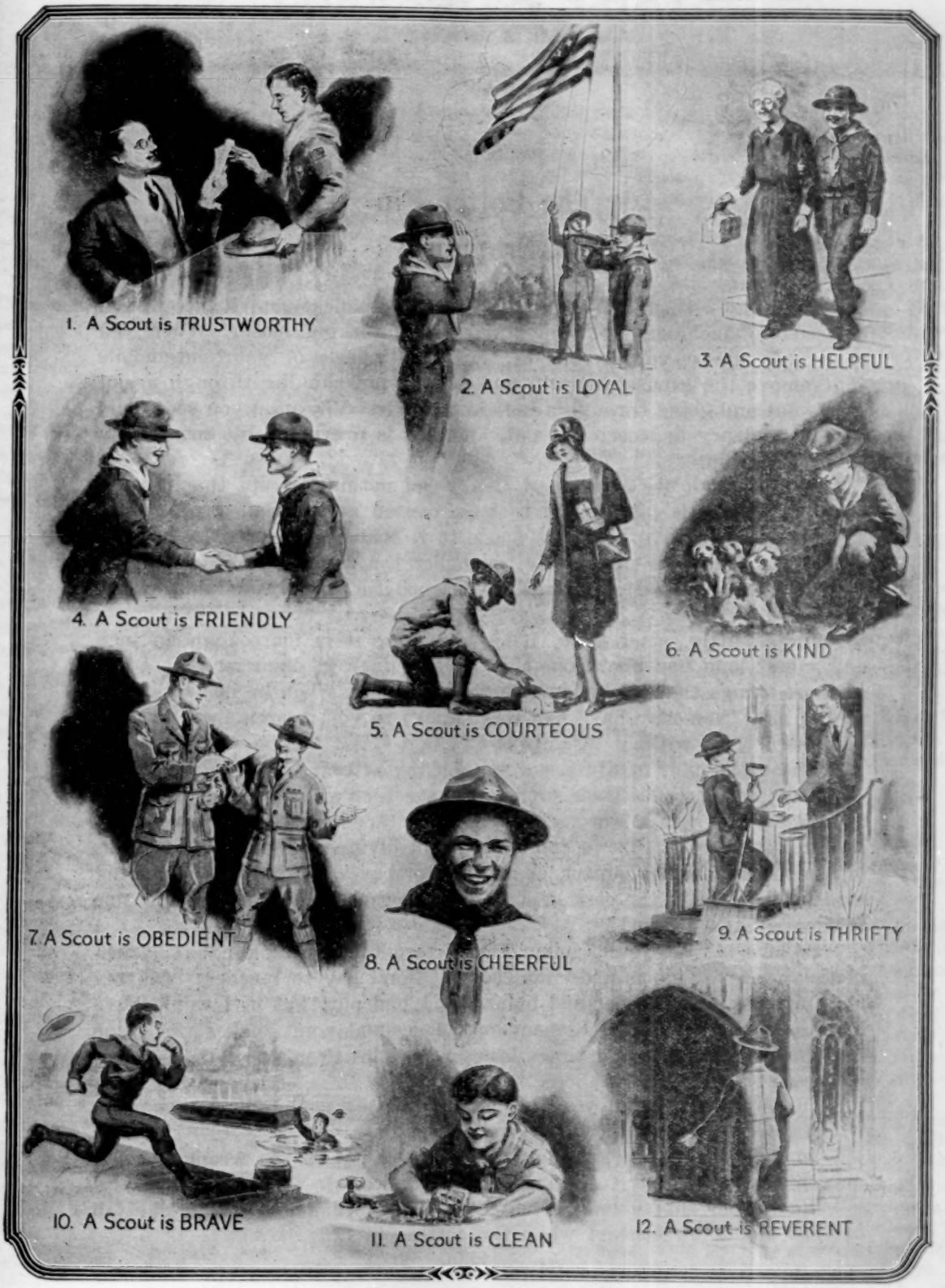
JOHN M. BREWER, Harvard Graduate School, recently used this captivating illustration: "Colonel Lindbergh found it necessary to explore Paris and the field at Le Bourget before he could tell where to land. In the same way the youngster, of whatever age, needs to explore the vocational field before he lands."

This is a typical illustration that Dr. Brewer always uses as he teaches, writes, or lectures.

R. L. HUNT of Las Animas, Colorado, who goes to Madison, South Dakota, as superintendent of city schools and director of secondary education in the State Teachers College, with Dr. E. C. Higbie, has been highly appreciated as a member of the summer school faculty of the Colorado State Teachers College at Greeley. Mr. Hunt has been superintendent at Las Animas, Colorado, for four years, and of two other Colorado cities before that. This is his first service out of Colorado, and it is not only a decided promotion, but Madison is a highly attractive position every way.

F. H. BARBEE, recently elected superintendent of St. Joseph, Missouri, from an assistant superintendency of Kansas City, Missouri, is another instance in which an enterprising city selects its administrative leader from a larger neighboring city. Mr. Barbee has been in the Kansas City system for fifteen years, first as an elementary school principal, then principal of a junior high school, then principal of a senior high school, and assistant superintendent, always promoted for efficient service.

S. E. WEBER, superintendent, Charleston, West Virginia, goes to Pittsburgh as assistant to Dr. William M. Davidson. Dr. Weber has been the creator of progressive conditions in Scranton, Pennsylvania, and in Charleston. He will carry to Pittsburgh and to Dr. Davidson a wealth of valuable experience and good professional philosophy.

THE SCOUT LAW IN DAILY LIFE

1. A Scout is TRUSTWORTHY
2. A Scout is LOYAL
3. A Scout is HELPFUL
4. A Scout is FRIENDLY
5. A Scout is COURTEOUS
6. A Scout is KIND
7. A Scout is OBEDIENT
8. A Scout is CHEERFUL
9. A Scout is THRIFTY
10. A Scout is BRAVE
11. A Scout is CLEAN
12. A Scout is REVERENT

contained in the Easy Reference Fact-Index at the end of this work

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Illustrated above, a page from Compton's Pictured Encyclopedia . . . one of 8½ interesting, informative pages on the Scout Movement in America. In clarity and excellence of illustration, as in its pulsing narrative form of fact, Compton's leadership is now acknowledged. Other books have followed, but none have equalled Compton's presentation.

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The Cotter Pin

By ARTHUR DEAN

But what's that? Well, it's a little mechanical contrivance which is used on machinery to keep a nut from working loose. When you unscrew a grease cap on one of the front wheels of your automobile and remove the grease you will find a little pin running through a slot in the nut and going through a hole in the axle. Vibration you see would have a tendency to loosen the nut, and this is prevented by means of a little cotter pin.

Now what do we care about this? Oh, nothing except that the absence of this little pin is said to have caused an accident which made every newspaper give far more space to it than was devoted to a prize fight in Miami. We can hardly remember the names of those fighters, but we were all keyed up when we learned that Lindy and his sweetheart had a spill.

Just a little cotter pin! I don't imagine it is more than an inch and a half long and about one-eighth of an inch in diameter. Just one of those things that a mechanic forgets to put on when he has tightened up the nut. You may have had this happen to you in your own automobile, but I trust without disastrous effects.

The cotter pins of life are worth looking after.

Long ago I read a book, or it may have been an article, on the value of a cipher. It was a story about the importance of unimportant people. Did you ever notice that in some important divorce trial it is the waiter, or the servant, or the janitor, or an elevator boy who gives the damaging evidence? That in the case of a crime it is the grocery boy who is able to identify the accused?

So let's tell the young folks: "Don't forget the cotter pin." In arithmetic the cotter pin is a decimal point. Don't say to teacher: "Oh, my only mistake was the decimal point. If I had put that in I would have had the right answer." Remember the decimal point makes the value ten times greater, or ten times less, or perhaps even one hundred or a thousand times greater or less.

In law the cotter pin may not be more than a comma or a semi-colon which causes a decision involving millions.

In medicine if a cotter pin is left out or put in the wrong place it may mean a law suit for criminal malpractice.

Remember that not all of us have cushions handy to break our fall or that of our sweetheart when the cotter pin fails.

Copyright.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Bungle Town—I

Bungle Town lifted up its spires on the flat top of a cliff. On three sides were three sheer precipices. One was called the Precipice of Temptation. The second the Precipice of Example and the third, the Precipice of the Money Grabbers.

Now it happened that in Bungle Town, as in every other town, there were a very great many children. They were eager, industrious children, always busy either at the things that they ought to do or at the things that they ought not to do. One of the places where they loved to work and play was on the very edge of the Precipice of Temptation. In order to hide the sheer cliff certain bad elements in the town had erected signboards with big, colored pictures on them, and letters a foot high. One signboard would say: "Not a cough in a carload," and another would say: "Smoke Harryton's, they are Good for your Nerves," and another would say: "I would walk a mile for a Jackass," and so on. Other big sign boards would say: "See the Devil and His Wife, or Secret Sin, or The Things We Don't Talk About, at your favorite movie." Between all these big sign boards along the edge of the cliff were open spaces through which thoughtless and foolish and easily-led children could pass to fall headlong down the sheer face of the rock. The wise and sympathetic fathers and mothers of Bungle Town would wail and cry when this happened, as it did very often, and then would wait on the top while the ambulance crawled up with the broken body from the bottom. Of course it was a long, hard climb over a rough road and the good, kind people got impatient and held long meetings and said many sharp words and at last spent a great deal of money, buying high-powered ambulances and building smoother and easier roads so that sorrowful parents would not be kept waiting so long for the broken bodies of their children.

(To be Continued.)

Bungle Town—II

As the mayor of Bungle Town so wisely remarked: "We owe a duty, my friends, both to the fallen children and to the anguished parents. If it takes every cent that Bungle Town can beg, borrow or steal, we are determined to cut the time of the ambulances from the bottom of the cliff to the top to fifteen minutes instead of the present hour and a half; besides we are going to buy bigger, better and more ambulances, for each year sees more and more children tumbling over the cliff." These words were received by the townspeople with a great handclapping and cheering, and the slogan went forth and was in every mouth from that day forth: "Bigger, Better and More Ambulances!" A visitor saw it on the bill boards as he entered the town. He saw it on the menus of the hotels. He saw it at the top of the newspapers. He saw it chalked on the walls. He heard it bandied from mouth to mouth like a rubber ball,—Bigger, Better and More Ambulances.

(To be Continued.)

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Bungle Town—III

What was true of the Precipice of Temptation was true of the other two precipices. Over each tumbled each year an increasing number of children and at the base of each the citizens of Bungle Town established ambulance garages in which high-powered ambulances stood with engines running ready to pick up the broken bodies and rush them back to sorrowing parents in the village. In the year in which this history of Bungle Town is written, a great scandal arose. As may be guessed, the edge of the cliff under the signboards had been worn very smooth by the feet of the many, many children who had slipped on it, but certain eccentric and stupid persons had thrown sand over the most slippery places in the hope of helping at least one or two of the slipping ones to save themselves. Such persons were looked at a little side-wise by the people of Bungle Town. The makers of the big signs and the manufacturers of the ambulances actually threw mud and rocks at them so that they could only sneak around after dark to sprinkle their little handsful of sand. When the signmakers and the ambulance makers found that mud throwing and rock throwing was not enough they hired high-priced college professors and great athletes and engineers and pilots of airplanes and heroes and sea captains to go out one after the other with a big pot of grease and a paint brush and grease the sanded spots and the worn spots so that once a child started to fall there would be nothing at hand to stop him. Of course, the reason for all this was very apparent to the man in the moon who winked at it, but altogether hidden from the people of Bungle Town. The sign makers and the ambulance makers wanted to go on making signs and ambulances. That was, I should rather say is, the way they made money. The first one of the great people to go out with a grease pot and brush was a famous lady who had flown across the Antarctic Ocean. Every one gaped and gawped as she dipped her big brush in her grease pot and swiped it over the edge of the cliff. As she did so something beautiful and fine that looked exactly like herself left her and slipped on her own greasy spot and tumbled over the cliff. The next was the great sea hero, Captain Breed, and in his case, too, something beautiful and fine detached itself from him and tumbled over the cliff. The captain's buttons and gold braid looked a little tarnished as he returned from the greasy edge. And so it went, the tip of the cliffs growing greasier and greasier, with more and more and more children slipping on the greased places and tumbling headlong to destruction. There was joy in the homes of the sign makers and ambulance makers, for the people of Bungle Town taxed themselves another million dollars for more signs and more ambulances.

(To be Continued.)

Bungle Town—IV

In fact, the success of the movement was so great that the sign and ambulance makers invited the mayor and seventy prominent citizens to a banquet. How the town fool got in, no man has ever found out. He certainly was not invited. "Fellow citizens," said the mayor, "before you stick your fork into your baked potato, let me review briefly the wonderful record of the year just past.

"Item One—The number of beautiful and artistic signs has grown from one thousand to ten thousand. I wish to call especial attention to the growth of artistic taste in the preparation of these signs. Never has the world seen such marvelous, wonderful, beautiful signs. Take, for instance, the sign that hangs behind me on this wall in the place where the American flag usually ripples. Look at it; read its slogan. Notice the soulful look in the eyes of the young girl and appreciate how closely the common unlucky cigarette has brought this blissful pair together. A civilization that can free its women in this way is indeed one to be proud of. You may have wondered why I placed this sign 'Lucky in Love,'

in the honored spot usually occupied by the flag; well, wonder no more. For one flag across the length and breadth of our land you see a million cigarette signboards.

"Item 2. We have reached the proud peak of cigarette production, fifty billions a year, one for every mouth, every minute of the day. What a glorious record. How future generations will wonder; how the hospitals will groan.

"Item 3—" At this point the town fool coughed. "I beg pardon," he said. "That was the only one in the carload." Everyone laughed, except the mayor. He grew red in the face and asked for a match. When he had exhaled a long puff through his nose, he breathed deeply and went on. His lungs wheezed a little as he spoke.

"Item 3. Never before have so many celebrated people come to our town. I understand others are to visit us. They say the richest man in the world is to help grease the precipice on the fifth of December, then we are to have a poet, a musician and a basket-maker.

"Item 4.—I take this happy moment to announce that the time of the ambulance has at last been cut down to fifteen minutes. My proud boast has been fulfilled. I await your applause."

The mayor sat down amid the clanking of silver knives and forks. The fool coughed again. "Excuse me," he said, "That came out of the second carload." A big sign maker sprang to his feet and pushed the fool backwards, through an open window. Everyone applauded. The fool picked himself up, and lumped off. He was angry. For the first time in his life he was angry clear through. "I'll fix them," he said, "I'll show them a trick or two." The fool went directly to a hardware store and bought a half mile of rope; this he carried to the Precipice of Temptation and strung it along the edge at the height of a child's shoulders. He tied the rope firmly to the legs on which the signs stood, then he went back to the banquet hall and entered by a side door. The phone rang.

(To be Continued.)

Bungle Town—V

The mayor answered it. "What?" he gasped. " Not a child over the edge for a half hour? What's wrong? You don't know! You can see a dozen hanging over the edge, but not falling. All right! All right! We'll look into this at once. My friends," said the mayor, "something has happened. Not a child has fallen over the Precipice of Temptation for a half hour. The ambulances are idle. Our money and gas are being wasted." There was a wild rush for the door. When the precipice was reached, the President of the Signmakers took the President of the Ambulance Makers aside. "Friend," he said, "this is serious. If this rope idea ever sinks through the solid ivory of these mothers and fathers, we're done for. While I cut down this rope, you get your artists and philosophers and scientists and writers busy on the dangers of removing temptation, its effect on the life and happiness of girls and boys. Make it strong. Make your slogan, 'Temptation, a joy for the strong man, and a thrill for the weak one.' As for that fool who started all this, I'll have my proper department prove that he is a murderer and a maniac and traitor. That ought to hold him for a while." Bungle Town rests today high on its sheer hill. Its cliffs are being dutifully greased each morning and each night, its ambulances are roaring far down below or crawling in a steady stream up the steep road to the village. The mayor is a little fatter and redder of face, but the fool is in a jail, in a padded cell, living on bread and water. In spite of his condition this unbelievable fool finds time and strength to sing. On any still

(Continued on Page 575.)

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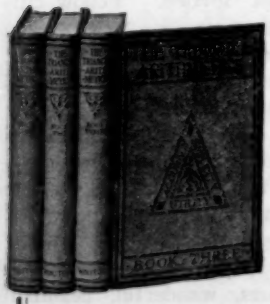

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EDUCATION IN ACTION

Princeton Man Does 100,000-Word Thesis

Henry C. Remick of Philadelphia, a senior at Princeton University, has written the most extensive thesis ever done by a member of the senior class. His subject deals with "The Powers of Congress in Respect to Its Membership and Elections," and is in line with his work in the politics department. Mr. Remick has been at work on the treatise for the past eighteen months, and the thesis proper is more than 100,000 words. There is an additional volume of 500 pages which contains references and records. He has dealt with practically every theory of the subject in the United States and with much collateral material from Great Britain. Mr. Remick has always maintained a first group standing in his department.

New Vocational System for New York

An effort to bridge the gap between education and employment is contained in a new law signed by Governor Roosevelt of New York, which establishes a state-wide vocational guidance system. The law provides for the appointment of "guidance counselors" and industrial bureaus in the public schools of the state. These facilities are expected to help many boys and girls who have completed their education, but who, under present conditions, encounter difficulties in launching themselves in business or industry. School authorities in each district are empowered to employ one or more qualified persons for the "purpose of providing vocational and educational guidance for minors." In cases where a larger staff is found necessary, a vocational guidance bureau may be established. Workers in this field will not only aid students in planning their education, but will co-operate with the schools in the development of a placement service for students who have finished school and are ready to go to work. In order to co-ordinate the program throughout the state, the law provides for the appointment of a new supervisor of vocational and educational guidance.

Garrett Students Increase Fees

A voluntary raise in tuition at Garrett Biblical Institute, Evansville, Ill., largest Methodist Theological School, has been voted by the students after learning that the institution was in financial straits due to depleted income from its real estate endowments. The students petitioned the trustees to increase the annual fee from $45 to $70. The trustees approved the proposal. Garrett Institute is a unit of Northwestern University.

Suggests Bathing Motif in Schools

Teacher might go to school in a bathing suit and her pupils might appear only in bathing trunks and sandals, if Boards of Education should adopt the suggestion of Dr. E. V. Hill, research counsel for the Chicago Health Department. That suggestion is to convert the schoolroom into a sunny beach, by installing a ventilating and ultra-violet light system. By means of controlled ventilation and the ultra-violet light, Dr. Hill says the schoolroom can be made to have summer air and sunlight all year round, winter as well as spring and fall. This method, he adds, would cut down the winter death rate considerably, and would help prolong the lives of the coming generation.

Wilbur Opposes Education Department

Speaking on "Local Self-Government in Education," at the twelfth annual meeting of the American Council on Education, Dr. Ray Lyman Wilbur, Secretary of the Interior, expressed the wish that he might have sat in at the discussions "when the basic principles underlying the organization of the United States were being thought out loud by men like Thomas Jefferson and Benjamin Franklin." He believed that the wisest and shrewdest thing which was done was to encourage universal public education as the basis of citizenship. He did not think there should be a national department of education at Washington. "There has been a unique distribution of the taxing power so that the majority of the expenditures for taxation have been raised and spent in the local districts and only a modest percentage outside of those for war and its after effects have come from the central government in Washington," said Dr. Wilbur. "This, together with the organization of the state governments has permitted of a wide range of development in the public schools. Correction of abuses is a poor method of developing proper administration. It seems to me that there is a distinct menace in the centralization in the national government of any large educational scheme with extensive financial resources available. A department of education similar to the other departments of the government is not required. An adequate position for education within a department and with sufficient financial support for its research, survey and other work is all that is needed."

Useless to Ask Education Cost

The great American tendency to ask the cost of everything menaces the progress of education, asserted Dr. Clarence C. Little, president of the University of Michigan, speaking on the relationship between higher education and business. Cost of education, he said, can only be measured by the gross cost, or the outlay, and then in a most inadequate way. The net cost is the balance between expenditures and the returns on the money invested, he pointed out, but that is impossible to measure. Efforts to find the cost of education per student hour, which are frequently made, are useless and any arbitrary figures arrived at are artificial at best, he declared. It involves the value of time used, and time means different things in value and output, when applied to the various phases of educational work. Education, he said, is an intangible asset which cannot be reduced to figures.

Find Night Schools To Be Inadequate

The New York City Board of Education's program of adult education, particularly in regard to instruction of foreign-born and native illiterates, was declared inadequate, lacking in proper personnel and equipment and insufficiently financed, by public school officials at a conference of educators and civic workers recently in New York. The problem of educating recent immigrants from foreign countries and states where educational facilities are not sufficient was said to have been met only half-way. It was charged that evening elementary school classes were too large for individualized teaching, with the result that teachers accomplish very little. In addition, the condition is aggravated, it was said, by the fact that there is no body of teachers especially trained and licensed to teach adults. Under present conditions day school-teachers trained to instruct young children are required to teach night classes. School equipment was also declared to be unadaptable to adult needs.

780 Teachers Join For Group Insurance

A contract for blanket insurance for 780 members of the Syracuse Teachers' Association has been signed and approved, it was announced at a meeting of the association's house of representatives. According to terms of the contract the insurance company will pay $1,000 to the beneficiary of each deceased member of the association who signed for the insurance and a monthly indemnity of $51.04 for twenty months to members totally disabled before reaching the age of sixty. The association is a pioneer in the field of group insurance for teachers, as it is the first time the plan has been tried in the United States. There are no age limits and all teachers are insurable. No physical examination is required, providing teachers sign within sixty days.

People Buying Better Books

A marked increase in the demand for books is disclosed in a summary of Department of Commerce statistics. The figures show that books published in 1927 totaled 227,495,544 copies, as compared with 200,997,249 copies in 1925, an increase of thirteen per cent. The most marked increase during the two years was in the field of religious and philosophical books. A total of 22,220,536 copies of such works were printed in 1927, representing an increase of eighty per cent. as compared with 1925. An increase of sixty-eight per cent. was shown in the number of travel books. The number of children's books jumped twenty-four per cent. The largest total in any single class is that of the textbooks for school use, of which a total of 83,849,664 copies were published, representing an increase of 6.6 per cent. over 1925.

Two Word Champs Made in Jericho

The little town of Jericho, Vt., with 1,500 population has produced two successive champions who qualified as contestants for national spelling honors. Miss Mary Adrien, grade school teacher, who has been thirty-two years an instructor, and now is principal of the grammar department, is the coach whose methods helped produce the spelling champions. Last year Ethel Cook won the Vermont State title and spelled her way to fourth prize in the national spelling bee at Washington. This year Miss Adrien is grooming Albert Gomo for the Washington event. Albert is the present state champion, having gone through a long oral and written test in the Vermont finals without misspelling a word. "After a few weeks' work with the grades five to eight, at the beginning of each school year, I select the best spellers from each grade and form what we call our advanced spelling class," Miss Adrien stated. "Each morning during the five minutes that I use for marking the school register, one of these advanced spellers, without any attention on my part, steps forward and gives out five words which he has found in some paper, magazine or library book. After they have been written the pupil who gave them out turns to the board and writes the five words correctly, so those having written them on paper may rectify their errors. The children enjoy doing this, and it tends to make them keen in watching out for new words."

America Takes Role Of Teacher to World

America today attracts many students from abroad. According to a recent check-up, it was disclosed that no fewer than 10,000 from 120 nations are found on the American campus. The majority are enrolled in institutions of higher learning, a few being graduate students. The new nationalism of the Far East has undoubtedly influenced this tide in student migration. The doctrine of self-determination so enthusiastically acclaimed by China, Persia, Turkey, Egypt, and other nations had America as its champion, and to America the future leaders turned for intellectual guidance. The materialism of the West was another influence. Within the last six years students from the Orient have steadily increased, and students from European centres that once held the spotlight of educational progress also have come in larger numbers.

More Sympathy For Schoolboys

An appeal for understanding and gentleness in dealing with youth was made by Cameron Beck, personnel secretary of the New York Stock Exchange, speaking at the dinner of the fourth annual student conference of normal schools and teachers colleges of New York. "I don't know of anything more iniquitous," he asserted, "than a combination of a keen intellect and a cold heart placed in a position that has to deal with human beings." Even on an 8,000,000-share day, he declared, no boy on the payroll felt timid about approaching the president of the exchange. "Yet it was not long ago," he continued, "that I asked a high school lad who came to me with a real problem why he did not talk it over with his high school principal. And the lad said: 'Professor hasn't any time to see any of us the moment the closing bell rings.' Not long since I was told that the teachers of a certain school would rather contribute $25 to their retirement fund than to have an interview with their own principal. A high school principal told me the hardest thing he had to do was to stand up for a teacher who was wrong and discipline a child who was right. Sustain a teacher who is wrong and discipline a child who is right! Not once has our board of governors failed to stand by a boy who was in the right. Men and women, boys and girls, rise to the heights, not by criticism, but by encouragement."

School Building New "Hobby Hall"

Educators have become interested in an educational experiment at the Hill School at Pottstown, Pa. A new $300,000 building, the gift of Mrs. Alexander Hamilton Rice, is being erected on the school grounds primarily to allow students to cultivate their hobbies. Boys will have every opportunity to learn by playing with the varied equipment to be placed in the building, which will include everything from steam engines to telescopes. "It is our plan to provide small, well equipped laboratories also for especially gifted students, where they can work on experiments far beyond those conducted in regular classes and subsequent laboratory exercises," said Head Master Wendell. "It is hoped that such incentives will do much to awaken scientific curiosity which can be developed further in whatever college such students ultimately decide to enter."

In School Work Quarter of Century

Jeremiah E. Burke, sixty-two in June, recently completed twenty-five years of service in the Boston school system. He has been head of Boston's schools for the last eight years. Big things that have transpired to make Boston schools better, since 1921 at least, are the development of Boston's "grand old man" school head. "We have progressed—gone a long way, in twenty-five years," he said. "Things are different now. Our teachers are professionals. There are 4,500 of them out there in the schools now and there is no better force of teachers to be found anywhere in the world. In twenty-five years the program of study has become much more diversified. I mean there are more courses now that are adapted to the practical needs of pupils. We are educating more pupils than ever and we are trying to keep them just as long as they can find it profitable to them to study. Today the schools of Boston have very substantial courses

in character training—more so than anywhere else in the country, and we are getting the fruits of this."

Intelligence Tests In Colleges Scored

Speaking before the Society for the Promotion of Engineering Education, at Stevens Institute of Technology, Johnson O'Connor, of the General Electric Company, criticised the use of psychological tests by colleges, either to bar candidates for admission, or as a basis for dropping students. "No school has a right to use aptitude tests for its selfish purposes, to exclude men whom the college does not wish to educate," Mr. O'Connor declared. "Industry has learned to replace men not suited to a particular job; the colleges haven't. It is time for the colleges to accept some responsibility for the men that they fire, as well as for those that they graduate." He said that, unlike the colleges, industries using psychological tests never examine a man exclusively for the job that is open. After a two-hour test the examiner reviews the candidate's characteristics, and tells him for what kinds of work he is suited. Mr. O'Connor is credited with reducing the labor turnover in the company's West Lynn, Mass., plant, from sixty-five per cent. to four per cent.

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TREND OF THE TIMES

ACTIVITIES of the League of Nations outside the political field range all the way from preservation of gorillas and whales to the standardization of the movie kiss and a gold medium of exchange. The London Times, commenting on the business-like nature of the League, the attention paid to organization and personnel, the atmosphere of quiet confidence in its stability, and the growing realization of the immense advantages of the form of international co-operation it provides, says: "The League, has, in fact, taken root in the world, and is indispensable."

THE RECOVERY of Europe as a customer and a competitor of the United States not only has a direct bearing upon the more than $1,000,000,000 European market for our agricultural exports, but also for the nearly comparable total of wholly and partly fabricated wares which we sell to the old world, two items which represent over forty-five per cent. of our total exports, declares Dr. Julius Klein, recently appointed assistant secretary of commerce.

MEXICAN REVOLUTION that broke out this Spring was the nineteenth in Mexico since 1910. An estimated figure places at 200,000 the number of lives these uprisings have cost the nation, with one of them, that launched by the famous bandit-revolutionist, Francisco "Pancho" Villa, credited claiming half of this toll. In the majority of instances the leaders of these movements have met death by violence.

FINGER-PRINTING everybody should be included in the next Federal census, according to Dr. Harry H. Laughlin of the Carnegie Institution of Washington. He urges adoption of this plan as a universal system of identification for all the citizens of the United States. Also the census should be made, he says, a "genealogical registration record of the whole population" so that the "racial descent" of each individual could be kept account of by the government.

NORTHWEST POLICE of Canado today are pursuing largely the same heroic routine which has characterized the duty of the force since its inception. They now have airplanes and fleet motor cars to supplement their faithful horses and dog teams, but the spirit of adventure still hangs high.

OPEN SEASON for flying records is opening as adventurous fliers announce plans for various flights which they have been perfecting during the winter. A French flier will attempt a non-stop flight from New York to Paris. Another flight was projected to break the distance record in a flight from the United States to Chile. A prize of $25,000 has been offered for a hop from Dallas, Texas, to Rome. Rene Fonck will try to fly from South America to Africa. A five-motored plane will attempt a nou-stop flight around the world, refueling in the air.

AMERICAN "HUSTLE" of the business type, the "rush" of a past generation, is today highly intellectualized. This is the phase of American life which Europe still fails to realize because it is so new, so recent. It is not so much a matter of sophistication. American intellectuality does not run to the metaphysically abstract. It is "real" or, as the more philosophically schooled Europeans say, "objective." All America is still on the rush, but all America is what is locally termed "highbrow." Such are the deductions of a distinguished German who toured our country not many months ago.

AS A RESULT of reciprocal agreements negotiated by the United States with foreign governments, under which passport visa fees have either been abolished or greatly reduced, American visitors to Europe this summer will save hundreds of thousands of dollars. Of the thirty agreements concluded, twenty-two provide for a complete waiver of the passport visa fee, while eight cover reductions to amounts varying from $1 to $4.

COST IN HUMAN LIVES of nine years of Federal Prohibition enforcement is placed at 190 in a statement issued by the Treasury Department. This statement reveals the fact that 135 of these fatalities were citizens killed by prohibition agents, while fifty-five were prohibition agents who met death in the line of duty. The killings for the last fifteen months were placed at twenty-five, of which nine were government agents, and sixteen were violators, or alleged violators, of the prohibition law. These figures do not include state enforcement fatalities.

The BOOK TABLE

THE PIONEER PHOTOGRAPHER. Rocky Mountain Adventures with a Camera. By William H. Jackson and Howard R. Driggs. Cloth. Yonkers-on-Hudson, New York: World Book Company.

This is the best kind of geography. An adventurer is sure to photograph whatever interests him, and only such. Nothing is merely used because some one else has appreciated it. This "Pioneer Photographer," now more than eighty years of age, has been photographing the Rocky Mountains, the Sierras, and everything in that New West world since he went there with the Geological Survey as a young man. The book is not only beautiful for its photographic illustrations, but valuable as a story of pioneer photography and for a wealth of exceptional information.

MENTAL TRAINING FOR THE PRE-SCHOOL CHILD. By Lillian J. Martin, Clare de Gruchy. Cloth. 609 Mission street, San Francisco: Harr Wagner Publishing Company.

The pre-school child has never been appreciated in the past. Mental training never achieves as much as in the first four or five years.

We have seen nothing on the mental training of the pre-school child that presents so much that is safe and sane by way of advice as Dr. Martin has brought together in these 130 pages. There is much that I could say by way of enlightenment, but Dr. Douglas A. Thom of Boston writes so much better than I can that I quote him.

"There is no task more important in the field of professional medicine than that of presenting the subject of mental hygiene in a simple, understandable way so that it can be utilized by physicians, parents, nurses, teachers, and others who, to a very large extent, must necessarily assume the responsibility for preserving the mental health of the child. Dr. Martin is a pioneer in this field of endeavor, and her clinics for the children of pre-school age represent one of the Beacon Lights of modern psychiatry.

"Dr. Martin has portrayed clearly in her teaching and writing the relationship between the mental state and conduct, and it is readily understood and rendered usable to those who most need it, that is, the vast army of untrained and often uneducated parents.

"Undesirable habits, personal deviations, and moral twists are usually capable of being interpreted in terms of the individual's past experiences. Conduct, whether it be found in the nursery, school, or prison, must first be understood before it can be altered.

"In this little book Dr. Martin has contributed generously and wisely to the parent and teacher who have been searching diligently for intelligent means and methods of affecting that type of conduct which all too frequently leads to economic inefficiency, failure to adapt socially, unhappiness and discontent.

"Such a message cannot be without interest to those who value highly the welfare of the child."

PUBLIC SCHOOL FINANCE. By Homer F. Rainey, president Franklin College, Franklin, Indiana, the youngest college president in the United States. Cloth. 385 pages. New York City: Century Company.

This is the latest information on every phase of public school finance. It is the latest way of approaching the subject skilfully. It has the latest arguments for adequate public school budgeting, and it has tomorrow's philosophy, using yesterday's experience today.

USING ENGLISH. By Lucy H. Chapman, Ethical Culture School, New York City. Illustrated by Fred G. Cooper. New York, Chicago: Harcourt, Brace and Company.

If you are familiar with every other textbook on "Using English" get this one. It will get results as definitely as a good fisherman gets fish when he has the right spot in the right brook on the right day and the right time of day, the right tackle and bait and the right luck. If nothing else really captures you the cartoons will. They are a new idea anyway.

SING IT YOURSELF. By Dorothy Gordon. Illustrated by Alida Conover. Cloth, 10 by 12 inches. New York: E. P. Dutton and Co., Inc.

We can do nothing so satisfactory to our readers as to quote from the Foreword of George H. Gartlan, supervisor of music, New York:—

"In 'Sing It Yourself' we have a charming collection of songs not only delightful in their entertaining quality, but decidedly educational in bringing to the children a knowledge of the native music of America, and of other lands including Continental Europe and the British Isles.

"These songs were selected as the result of many concert programs given by the editor, to audiences composed of thousands of eager young music enthusiasts, hungry for emotional knowledge. Few people possess the dramatic charm of Miss Dorothy Gordon, and the fascinating introductions to the songs which Miss Gordon gives at her recitals are retold here for all who desire to learn."

PRACTICAL SPEECH-MAKING. The Extempore Method. By Edwin DuBois Shurter, University of Texas, and Charles Almer Marsh, University of California at Los Angeles. Cloth. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Adult education today must place near the head of its responsibilities the training of men, especially, to speak on any occasion that it is worth his while to speak effectively. There is no position in life industrially or commercially, civically or socially, that a man is fully equipped for unless he can organize his thought skilfully and use it effectively on his feet, and this book confines itself to the one business of helping any one of reasonable intelligence to learn to speak to the pleasure of an audience and credit to himself. This is a vital part of Adult Education.

PROGRAMS FOR SPECIAL OCCASIONS. By Marion Kennedy and Katherine Isabel Bemis. Cloth. New York: A. S. Barnes and Company.

The programs are given in the form of pageants. They are for Book Week, Clean-Up Week, Conservation, Education Week, Fire Prevention, Flower Show, Fund Raising Campaign, Garden Week, Health Week, Colonel Lindbergh, Music Week, Safety Week and Thrift Week.

Books Received

"Statistics for Beginners in Education." By F. L. Whitney. New York: D. Appleton and Company.

"The Trabue-Stevens Speller." By M. R. Trabue and B. A. Stevens. Four books, Primary, Intermediate, Junior High, Advanced. — "Seeing South America." By Guitteau and Winter. New York, Philadelphia: Row, Peterson and Company.

"Famous American Athletes of Today." By Charles H. L. Johnston.— "Education of Mentally Defective Children." By Alice Descoeudres. — "Study and Personality." By Richard L. Sandwick. Boston, New York: D. C. Heath and Company.

"Body Mechanics and Health." By Leah C. Thomas.—"Fourth Reader." By Emma Miller Bolenius. Boston, Mass.: Houghton Mifflin Company.

"Walks and Talks in Numberland." By David U. Smith, Eva M. Luse, Edward L. Morss. Boston, Mass.: Ginn and Company.

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GRINS BETWEEN GRINDS

Inspired Answers

William the Conqueror was thrown from his horse and wounded in the feudal system and died of it.

In Holland the people use water power to drive their windmills.

Cereals are films shown in the pictures.

People of Iceland are called equinoxes.

Queen Elizabeth was called the Virgin Queen because she knew Latin.

John Bunyan was an eminent specialist on foot troubles.

Glaciers are the guys that fix windows when they are broken.

A volcano is a mountain with a hole in the top. If you look down you can see the crater smoking.

Steel wool is the fleece of a hydraulic ram.

A curve is a straight line that has been bent.

Mars is a star so far off that it would take a million years to walk there in an express train.

A miracle is anything that someone does that can't be done.

Incurable

"Poor Bertie! I'm afraid he suffers from matrimonial dyspepsia."

"Whatever's that?"

"His wife doesn't agree with him."

Exactly

"What is the meaning of the word tantalizing?" asked the teacher.

Johnnie—"Please, ma'am, it means a circus procession passing the school and the children not allowed to look out."

Easier Way

Mother—"Rupert, darling, when you divided those five sweeties with Cousin Eleanor, did you give her three?"

Rupert—"No. I knew they wouldn't come out right, so I ate one and then began to divide."

Ha, Ha, Daddy!

Father—"That young man certainly stays here till an unearthly hour every night, Dora. What does your mother say about it?"

Dora—"She says men haven't changed a bit since she was young, Daddy."

Green, All Right

A department store executive relates: "We put a green boy in the shoe department yesterday. A lady came in and said she wanted to see misses' mules. 'I don't think Mrs. Mules works here,' said the boy.

The Lindbergh Nickel

Bill (handing Sam a nickel)—"Have you see the new nickel with Lindbergh on it?"

Sam (looking at coin)—"I don't see Lindy on here."

Bill—"Well, I guess he must have hopped off."

This Advertising Age

The play teacher thought the children knew how to play Blind Man's Buff. She blindfolded one little girl, and when the child did not move, she asked: "Why don't you play?"

The child replied—"Where is the cigarette?"

Discouraged

Waiter (after customer had been ringing 10 minutes)—"Did you ring, sir?"

Gentleman—"No, no. Just tolling. Thought you were dead."

Annoying Leakage

Stern Father (to son going back to school)—"Don't let me hear any bad report about you."

Son—"I'll try not to, dad, but you know those things will leak out."

So

Teacher—"Now, then, Freddie, what comes after 'G'?"

Freddie—"Whizz."

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Golf in the Schools

By Elmer Cook
Principal, Senior High School,
Fort Smith, Arkansas.

Since the addition of golf instruction, about two years ago, to our physical training department we have received numerous inquiries concerning this activity in our school. In general the questions which we have received have asked what were our reasons for adding golf to our physical training department, and along what lines we attempt to give instruction. I shall answer these questions frankly with no assumption that we have done anything more than some other schools have done or are doing.

Of course our school, like many others, is going on with a great deal of the traditional type of physical training. We give attention regularly to football, basketball, track and other customary games. We have a large gymnasium with auxiliary rooms and an athletic field near by for carrying on our physical training. But while we carry on our usual program, it is our policy to study means and methods of vitalizing our school work so the largest possible amount of it may be carried over into actual practice when our pupils leave school. It is this fundamental policy which led us to consider golf instruction and afterwards to add it to our physical training department. Specifically, golf instruction, at least in a limited way, is just as possible and as practical in the average school as football or basketball. There are various means by which the elementary principles of it may be taught in the gymnasium and on the athletic fields. Driving net may be installed in any large room, ordinary door mats may be used for teeing-ground, and golf clubs for purposes of instruction are no more expensive than other athletic equipment, and in some cases not nearly so expensive. Contests between groups of pupils may be easily conducted on local courses, and pupils may be sent on trips just as in other contests. It is true that golf courses are not in every town, but the tendency is strikingly in this direction; and it will be only a short time when almost every town, down to the villages, will own and operate a golf course. It is also true that golf as a school game has not reached the point when it will draw football crowds and funds. This fact, however, is by no means an impassable difficulty; for in due time it will not only draw the crowds and the necessary funds, but it will do so through more seasons during the year than any of the other games.

Moreover, golf has a decided civic-social and even moral value. Besides being a game which easily adjusts itself to all ages and all classes, it is a game which provides unusual contacts. It is a matter of common knowledge among all people who play golf that a round on the golf course is conducive to more free and effective congeniality than any other known game. There is wholesome relaxation, pleasant walking, interesting observations and smooth mental play of the mind, all of which breed fine social touch. It is only when we realize, however, that this splendid use of leisure time takes the place of what may often be positively harmful recreation, that we see golf in its greatest role. Think of the poorly ventilated picture houses, the loosely conducted socials, the reckless gadding and loafing and useless spending of money, all of which gain the time and attention of our people, young and old. Then think of what golf will do for these people, and it is not difficult to see that this type of recreation and physical training squares convincingly with at least two of the cardinal objectives of secondary education.

I have said nothing particularly about the precise way in which golf develops one physically. That it is actually good physical training, bringing into play practically every muscle of the body, is a fact attested to by the leading physical training directors of the country.

It is for these reasons that we have given attention to golf in the Senior High School. Just how we carry out this program in our school is the next question. In the first place, we did not in the beginning and we do not now attempt to root out other established games or compel participation in golf. We simply placed the matter before our pupils and indicated our willingness to assist them with instruction as far as the interest demanded. A golf club is usually active through the year and sponsors trips to other towns for contests. Through the year, with the exception of the colder winter period, contests are conducted almost every Saturday and winners are rewarded by local business men. Earl U. Hardin, an attorney, and president of Municipal Golf Association, has been most active in this respect. It was through him largely that we initiated interest in the beginning; and he still offers unusual courtesies to the school on the municipal course. In addition to the road trips and the contests, our physical training director, Mr. Mayo, gives instruction to the boys and girls both in the gymnasium and on the golf course. In this way we have no rigid rules forcing instruction on our pupils, but we do reach a large number of them, and the interest is growing.

My experience with golf in the Fort Smith Senior High School so far leads me to recommend it without reservation to all wide-awake schools who desire to keep pace with the shifting needs of the American people.

Whoever goes to his grave with bad English in his mouth has no one to blame but himself for the disagreeable taste.—George H. Palmer.

The Value of Examinations

By Eston V. Tubbs
Director of Curriculum, Chicago

I do not believe in making a fetish of examinations, that is, too much weight should not be attached to them. I believe the common practice of giving to examinations a weight of twenty or twenty-five per cent. in the final mark is reasonable and fair. It seems to me the major emphasis should be placed upon the daily work of each pupil. However, I am very strongly of the opinion that the examination is a valuable method of procedure in school work, because it trains young people to be able to set down on paper in black and white what they know about a certain subject.

It requires training in ability to organize material.

When a student comes to the end of a course he should have an aeroplane view of the work covered. There should be a clear comprehension of the outstanding principles of the course which he should have thoroughly in mind. An examination is the best test of this.

Bungle Town—V

(Continued from Page 568.)

night when the roar of the ambulances slackens off you can hear his voice. He must be mad, for he sings just one stanza of a long, long song:—

"Better guide well the young than reclaim them when old;
The voice of true wisdom is calling;
To rescue the fallen is good, but 'tis best
To prevent other people from falling.
Better close up the source of temptation and crime,
Than deliver from dungeon or galley,
Better put a strong fence round the top of the cliff,
Than an ambulance down in the valley."

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